



Hospital and Community Preceptor Midterm and Final Evaluation

Student Name: Reem Boudali

Student Number: 110007510

Preceptor: Jamie Osborn

Clinical Placement: ER OUE

Code: (1) Unsatisfactory – deficient in awareness, knowledge, and/or ability; poor motivation for learning; lacks accountability; places patient/client at risk; needs significant more learning and effort to achieve an acceptable performance

(2) Satisfactory – consistently meets expectations of awareness, knowledge, and/or ability; performs consistently at acceptable level; accountable; building independence

(3) Excellent – exceeds expectations; performs consistently above acceptable standard and at an advanced level

Concept/Area of Practice	Description	(1) Unsatisfactory	(2) Satisfactory	(3) Excellent
Professional Practice	Takes accountability and responsibility for own decisions & actions (seeks assistance/resources as needed; readily and positively accepts, seeks, and utilizes preceptor feedback consistently; take initiative; seeks out learning opportunities and ongoing improvements; incorporates sound evidence; prepares for clinical).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Collaborates with preceptor and identifies learning needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Attends clinical shifts as scheduled and on time.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Adheres to CNO standards of practice, policies & procedures (e.g., protection of health information, privacy, security, scope of practice, ethics, professional boundaries, reflective practice).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Role-models qualities of cultural humility, honesty, resilience, and integrity, including equitable, inclusive, non-discriminatory, and anti-racist behaviours.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Communication & Collaboration	Establishes therapeutic relationship with patients/clients (communicates effectively, explains interventions, demonstrates empathy, trust, respect, and the appropriate use of power).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Engages the patient/client in establishing goals and care planning; Explains and updates plan of care with patient/client.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Determines health teaching needs with patient/client and delivers appropriate evidence-based information.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Communicates pertinent information with preceptor and the intra- and inter-professional team	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Demonstrates proficiency with documentation; information is clear, accurate and timely	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

	Establishes respectful, supportive, and professional relationships with the health team; seeks consultation as needed; professional verbal/nonverbal communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Handoff report is organized, thorough and accurate	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Critical Thinking & Evidence-informed decision-making	Demonstrates competence and proficiency with clinical skills (e.g., health assessment, sterile techniques, preparation of patients/clients for procedures, medication administration, pain management, community assessment, infection prevention, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Applies clinical reasoning and clinical judgment to patient/client care decisions (logical thought process; identifies normal and abnormal data; uses appropriate theories and models; seeks out various forms of evidence; identifies priorities).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Devises and implements evidence-based nursing actions; timely response to changes in patient/client status. Continually evaluates the plan of care, modifying it as needed.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Verbalizes sound reasoning with rationale for decisions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Organizes own workload/priorities, demonstrates effective time management skills, and the wise use of resources.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Leadership & Followership	Displays leadership and confidence (e.g., initiative, commitment, advocacy, team player).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Demonstrates effective followership (e.g., teamwork, completion of tasks, identification of problems and providing and receiving feedback).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Supports the safe and effective coordination of care, case management, discharge planning, and transitions in care.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Apply principles of safety that protect self, patients/clients, and the environment from harm (e.g., IPAC, fall prevention, comfort/caregiver rounds.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Safety & Quality	Evaluates potential/actual unsafe situations and report patient/client safety incidents, including near misses.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Integrates quality improvement principles into practice (participate in/evaluate QI unit activities).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Demonstrates principles and procedures for safe medication administration (if applicable).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medication Administration	Demonstrates sound medication knowledge (classification, use, dosage, route, side effects, nursing implications etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Adheres to independent double checks for 'high alert' medication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Areas of Strengths and Overview of Recent Patient/Client Care Assignments:



Reem is an outstanding fourth year student who has absolutely impressed the entire emergency department with her enthusiasm and stand-out work ethic. Since midterm, Reem has continued to care for a full patient assignment with minimal guidance. Reem is timely with the care she provides and takes a well written, in-depth report for her documentation on new admissions. Reem challenges herself continuously by researching her patient's abnormal lab values and is able to understand the related symptoms and identified risks associated. Reem was able to "shift" a patient's potassium by administering IV dextrose followed by 10units of Regular Insulin. She realized her patient had a critical low value of phosphate and identified the signs/symptoms as well as the treatment being IV sodium phosphate. Reem cared for a patient with a Heparin gtt and was able to identify and follow the nomogram initially by weight, and then monitored it appropriately by PTT lab values. She has assisted with many intubations and codes. Reem has met her Learn Goal of EKG analysis by reading and interpreting EKGs for her patients each clinical shift. She is efficient in obtaining a 12 and 15 lead EKG. She researched and identified a first degree, second degree and complete heart block. We had a discussion regarding bundle branch blocks. We also did an exercise for Code Blue where I would state an arrhythmia and Reem would identify the correct associated ACLS medication and treatment. She is able to identify when pacing, synchronized cardioversion and defibrillation would be used. She has been a part of and observed many codes including Code Blue, STEMI, Stroke with TPA administration. Reem primed tubing for the rapid transfuser that would be used in a Code Omega. Reem has also experience many mental health encounters including patients with anxiety, depression, suicidal ideation, and a variety of other mental health conditions. Reem has been extremely flexible in her scheduling and able to adapt easily to change. Due to a couple unforeseen absent days by writer, Reem was placed with two other registered nurses on the unit with minimal notice provided. Both nurses reported to myself that Reem was respectful and hard working with excellent time management skills. She had the opportunity to observe codes and was complimented on her eagerness to assist with CPR and other nursing tasks in this high-stress environment without hesitation. Reem is confident in herself and has excellent communication skills with the health care team and her patients. Reem has spoken verbally and on the phone to physicians to obtain orders. She has improved her knowledge of Cerner by ordering Medical Directives. Reem had a unique opportunity to be able to work alongside another fourth year nursing student, which enhanced her leadership abilities and skills. She was able to reiterate what she has learned in this semester in her own words while demonstrating her knowledge and skills. She set a positive example for the other students that were able to work alongside her in the unit. Reem stays busy around the unit in any way she can by stalking shelves, doing accucheck control checks, EKGs, etc. In my many years of experience of being a clinical instructor, I can say with the utmost confidence that I would be honoured to work alongside Reem in the future and am certain that she would be a very strong co-worker.

Areas Recommended for Professional Growth and Development with Examples:

I encourage Reem to seek out many different opportunities as a future new-graduate nurse by exploring as many new experiences as they come her way.

I suggest Reem to increase her strength level by lifting weights to ensure she is strong and ready for the physical demands of nursing.

Reem has impressed each and every staff member in the ER Department, management included and was well-liked and recognized by all staff as the "strongest student they have come across in our department." Keep up the amazing work Reem. Congratulations on a successful semester.

Preceptor Name: Jamie Osborn	Preceptor Signature: 
Student Name: Reem Boudali	Student Signature: 
Faculty Advisor Name: Jennie Trkulja	Faculty Advisor Signature: